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The Missile

Petersburg High School

PETERSBURG, VIRGINIA.

FEBRUARY-MARCH, 1913

THE MISSILE.

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THE MISSILE

Published by the Students of the Petersburg High School,

PETERSBURG, VIRGINIA.

VOL. II. FEBRUARY-MARCH, 1913. NO. 4.

CLASS POEM.

1.

Dear classmates, what a thrilling
  Comes a-stealing o'er us all,
As we hear the world appealing,
  And must answer life's great call.

2.

Twelve long years have we made ready,
  To be a factor in the fight
For fame and fortune, honor, glory;
  And contend with all our might.

3.

After eight years' primary hardships,
  We enter fields of vast unknown;
There we met and mastered knowledge,
  But in the field we've older grown.

4

Now when School-life here is over,
And we must fight for our success,
Let us be an honor alwas
To Alma Mata, P. H. S.

5.

And when the tide of life is ebbing,
And the ages onward go,
We backward look and comfort get
From the glories men bestow.

6.

So drink a toast to the parting host,
Host, dreary Father Time;
Then let him go with heartfelt wish,
That henceforth we may upward climb.

Willie Waymack, '13.

THE BENEFITS OF MODERN CHEMISTRY TO MANKIND.

THE SCIENCE OF CHEMISTRY is known to be very old, but only in the last hundred and fifty or two hundred years has it been studied from the right standpoint. Before this time the people who possessed a knowledge of chemistry, known as alchemists, were all

seeking to deceive the public and benefit themselves in some way; or looking for the Philosopher's stone, which they claimed had the power to change the baser metals into gold. But since this time chemistry has taken a decided change, and is now studied for the good of people in general. Modern chemistry benefits mankind in three general ways.

First, chemistry benefits us financially. In this modern time we have more of the conveniences of life than ever before and they cost less. Let us first look at the marvelous influence of chemistry on manufacturing. The large manufacturing plants of to-day are able to hire chemists, who in turn have done their part by finding out various methods to cheapen the production of products. From the scraps and other parts of the material, which the manufacturers throw away as waste, the chemists have been able to produce many valuable by-products. Thus the cost of producing the original article is lessened. In this way the manufacturer is able to sell his products at a lower price than ever before and still make the same profit. People are thus benefitted financially by chemists.

A very interesting example of the value of the by-product is shown in the LeBlanc process of manufacturing soda. This process seemed to be doomed to failure when a newer and cheaper method was discovered. Then it was the chemist came in and by means of the by-product saved the day. To produce soda in this way sodium chloride, or common salt, has to be heated with sulphuric acid to produce sodium sulphate, or what is known as "salt cake." While this action is going on, quantities of hydrochloric acid escapes into the air. The

presence of this gas in the atmosphere caused much trouble. Vegetation in the neighborhood of the alkali works was destroyed, and articles made of iron, such as locks, gutters, and tools were rapidly corroded. The chemists have now found a way to condense this gas into hydrochloric acid. Since this discovery, the gas that was once a waste and source of much trouble to the company and to the community has been turned into a valuable product. During the final steps of this process the "salt cake" is heated with carbonate of lime and coal dust. A mixture of carbonate of soda and sulphide of lime results. The soda is now extracted. The remainder, known as alkali waste, was for a long time a dead loss to the company. Here again chemists have come to the aid of the manufacturers and have found ways to extract the sulphur, thus forming another by-product. These by-products have been found so valuable that firms now go into business entirely for the hydrochloric acid and sulpher, and no soda is produced.

Perhaps the most valuable by-product in the world is the coal tar of the gas plants. Only a few years ago the gas manufacturers were glad to dispose of this waste in any way. Now, since the chemists have studied this product, it has been discovered that a variety of things can be made from coal tar. Anything from asphalt and heavy oils to drugs; beautiful dyes, and perfumes can be produced from this complex substance. So we see that wealth and riches often come disguised as waste and expense. The chemists alone are able to transform these substances, which the average man calls waste, into useful products.

By imitating nature, chemistry greatly helps society

financially, as many products can actually be produced cheaper and better in the laboratory than by nature herself. For centuries alazarin, a valuable dye-stuff, was obtained from the madder root, and large areas of France, Holland, Italy, and Turkey were devoted to the growth of this plant. This ancient dye-stuff has, now, with a period of forty years, been run entirely off the market by the competition of the artificial product made from coal tar. Natural alazarin has gone down completely before the artificial product, and a similar fate seems to be in store for another valuable dye-stuff, indigo.

As chemistry advances step by step, society as a whole is benefited; but certain individuals must suffer. Just as the planters of the madder root in France, Holland, Italy, and Turkey have suffered from the competition of the artificial alazarin, it seems as if this same class of people in Japan and China were to find out in a similar way what the advance of chemistry means in connection with camphor.

Another way in which chemistry competes with nature is in the manufacture of precious stones. Great success has been attained in the artificial production of saphires and rubies. Diamonds also have been produced in the laboratory. These stones, made by the chemists, are identical with the natural stones, but cost much less.

The high cost of many of our products is due to the wasteful methods by which they are made. Our attention is now called to the unscientific manner of burning coal at the present time. The manufacturer of to-day does not burn all his coal, but sends a portion of it flying into the air as soot and smoke. An annual loss of six hundred million dollars in ruined merchandise is caused

in the United States by the smoke and soot in the atmosphere. Not only this, but much good coal is lost, and our health greatly endangered. Sir William Ramsay, a famous English chemist, has formulated a plan which will do away with all these difficulties if it can be carried out. His plan is to sink a pipe down to the coal and by means of electricity set the coal on fire in the earth. The gas which is formed is to be brought to the surface through a piper. There the gas could be used in different way. Electricity could be generated at the mines and conveyed under high tension to very long distances. Thus our machinery would be run by electricity instead of steam.. This proposed method of burning coal has several advantages. The danger of mining would be dispensed with, the coal entirely consumed, the air purified of soot and smoke, and electric power produced at one fifth of its present cost. As the cost of running machinery would be cheaper, the cost of production would be cheaper; therefore lower prices would result.

We have now seen a few of the many ways in which chemistry affects manufacturing for the financial good of the people. Chemistry has had a wonderful financial effect upon agriculture. By a knowledge of this science the farmer is able to produce almost double his crop for very little more money. The chemists have studied the plants in connection with the soil and found out that nitrogen, phosphorus, and certain other substances in the ground stimulate and help the plants to grow. The crops however, year by year take these valuable materials from the soil more rapidly than nature replaces them. Naturally, some artificial means had to be resorted to in order to restore them. Nitrogen,

phosphorous, and other necessary substances are returned to the soil in large quantities as fertilizer.

The most important fertilizer at present is the saltpeter from Chile. It was found out that this product from Chile would not last very long at the present rate of consumption. The chemists have discovered that nitrogen is the chief constituent of saltpeter; also that the air is composed of three fourths nitrogen. Here is an unlimited supply of this substance if it can be converted into any useful form. This question has been about answered in Norway. There is an abundant supply of water-power in this country. This power is used to make the electricity necessary to operate the electric furnace which is used in the artificial production of saltpeter. During the process air is forced with great velocity through the furnace. Owing to the intense heat, the nitrogen and oxygen of the air are made to combine, forming nitric oxide. From this oxide, nitric acid is produced; and by treating the acid with potassium, the saltpeter is finally obtained. The Norwegian product is already an important rival of the Chile fertilizer, but the success of it depends upon the cheap supply of electricity. In the future we may look for an abundant supply of saltpeter at a comparatively low cost. When this method is perfected, the farmer can produce fertilizers cheaper than at present and in turn can sell his products at a lower price.

Another invention that will have a great effect upon agriculture is the sun-power plant invented by Professor Frank Shuman. It has been estimated that an area of sixty-two square miles receives in six hours from the sun a quantity of heat corresponding to more than three

times the amount of heat received from the quantity of coal used for a year by the whole world. Professor Shuman has taken advantage of this fact and utilized a part of this power for the good of mankind by his sun-power plant. This plant is so constructed that by concentrating the heat from the sun, steam is generated, and the steam then condensed to water. The sun-power plant which was tested in Philadelphia was found to pump three thousand gallons of water per minute to a height of thirty-three feet.

We can see at once what the harnessing of the sun by means of this plant will mean to regions such as parts of Egypt, the Western part of the United States, parts of Texas, and other arid portions of the country, where there is a plenty of sunshine. The terrors of Death Valley would yield to irrigation, but the cost is too great. In Africa, South America, and Mexico there have been great demands for water, but no way of serving it. Here is where the sun-power plant will come in with the necessary supply of water to reclaim these barren lands. This plant, by increasing the area of fertile land, will increase the number of products; therefore the prices of these products will be lowered. In these and many other ways chemistry affects agriculture for the financial benefit of mankind.

As time goes on and other industries grow in size, our commerce must increase also. Without the superior quality of steel, which the chemists are able to produce, our modern commerce would be impossible. The steel rail of the present is strong enough to support, with very little wear, a train carrying over a hundred loaded cars and a train running over sixty miles an hour. As the

rails become more and more perfect, longer and heavier trains can be hauled at a greater rate of speed without danger. In this way much money and valuable time are saved for the railroad companies, who can then offer cheaper rates of transportation.

The second, and probably the most important, way in which chemistry benefits mankind is by protecting health. For a long time one of the chief questions concerning our health has been how to remove waste and sewage from the city in a sanitary manner. This waste for years has been a source of many diseases, such as typhoid fever, cholera, and others. There is a plan now carried out in some of our cities which will greatly improve the healthful conditions. The waste and garbage are conducted by underground pipes outside the city to places especially prepared for them. Here these substances are heated in large vessels under pressure, and then passed through presses, which remove the waste and grease. After this action is completed, there is left a dry cake known as tankage, which has some value as a fertilizer. The grease is then skimmed from the water, purified, and sold. By this method the waste is removed from the city in a sanitary way at a small cost.

The chemist can greatly protect the health of mankind by being able to detect adulteration in our food. From the earliest times the desire for wealth has led people to adulterate foods, sometimes even with poisonous materials. The United States Government, recognizing the power of the chemists to protect human life in this way, has employed many of these experts to examine the foods to see whether they are free from harmful matter. Since the chemists have taken hold of the food question and

caused pure food laws to be passed, thousands of lives have been saved.

Another way in which chemistry protects the health of mankind is in using certain chemicals as medicines and drugs. A great advance has been made in this branch of chemistry; disease after disease is now being conquered, and many lives are thereby saved. Although a great number of deaths still result from diseases, by the chemical means of disinfection the public health is greatly protected. Sucn substances as bichloride of mercury, carbolic acid, lysol, formalin, and formaldehyde are especially good disinfectants.

The Panama Canal, which is now being completed by the United States, is one of the most important pieces of engineering work ever accomplished. You may estimate the amount of work done when you are told that the amount of excavated material from this canal would make a line of sixty-three pyramids, each one equal to the great pyramid of Egypt, reaching a distance of nine miles; or that to carry this material it would take a train of flat cars long enough to reach around the earth four times; or that the amount of steel and cement in this work would make a wall of the width and thickness of the great wall of China and two thousand five hundred miles long; or that the total length of the boreholes, if placed end to end, would reach through the earth. Why have the people of the United States been able to work with success in the tropical country, which was so infested with disease aud so dangerous to the health of the other nations? No other work has ever been carried on in the Isthmus without a great loss of iife. A railroad forty-eight miles long was once built there, but only after, for each tie in the roadbed, there had been

paid a life. The death rate in the canal zone is now less than the death rate in this country. The United States has been successful in this great work without having to sacrifice the lives of the workmen, because sanitary conditions prevail in the Zone today, and because chemical means were used to destroy the mosquito, the great enemy to mankind in that section. Now, while we acknowledged that the Panama Canal is the greatest work of the time, we must remember that it has been made possible by chemistry.

Chemistry benefits us in a third way, namely, from a beneficent standpoint. As this science advances step by step, so in the same degree some classes of people are protected and relieved from harmful conditions. For an illustration, let us take the rubber industry of to-day. Most of our present supply of rubber comes from Brazil, Peru, and other South American countries. The natives, who gather this rubber, are exposed to malaria and other diseases of the swamps, and are also subject to the most brutal treatment from the white purchasers. A promising plan is now being studied to make rubber in the laboratory.

To produce rubber synthetically starch from potatoes is converted by means of a yeast like ferment, into a fused oil. When this oil is heated, the gases which arise are converted into isopreme by successive treatments with hydrochloric acid, chlorine, and soda of lime. By treating this isopreme with sodium, rubber can be made.

If this process is successful, and the time comes when our rubber can be produced in the laboratory at a reasonable price, this artificial supply will prove a great blessing to the rubber gatherers of South America.

The match, although one of the most important articles of modern times, is one of the greatest enemies to humanity. The chief ingredient of this article is phosphorous, a poisonous substance, the gases of which attack the bones of the workman, first in the face then all over the body, causing them to decay and drop to pieces and meaning almost certain death after some time. Here the chemists have again come to the rescue of man by inventing a match made from a non-poisonous substance, an accomplishment which in the future will relieve much suffering and save many lives among the match-makers.

The science of chemistry has had a wonderful effect upon warfare. At present the chemists are able to make from cotton and nitric acid a powder which will hurl a fourteen-inch shell a distance of twenty or thirty miles, or through armor plating eighteen inches thick. Year by year chemical changes are made in powder, armor, guns, and shells. These make warfare more deadly. Therefore we may look for the time when the means of warfare become so dangerous and destructive that men dare not enter upon an armed struggle, and in this way war will cease to exist. The chemist may thus be an important factor in bringing about the much-hoped-for "International Peace."

Now we may say that chemistry covers a wider field and benefits mankind probably more than any other science. The large manufacturing companies are greatly indebted to the chemiets, as it was this class of people who found out various ways of utilizing waste and other means of cheapening the production of products. The farmer is also largely dependent upon this science, for it is the chemists who have prepared fertilizers and other

ways of enriching land, by which the farmer is able to produce better crops with his money and labor. Modern commerce is dependent on chemistry in several ways. By imitating nature, chemistry has entered a field into which other sciences cannot follow. In this way society is greatly benefited as the chemist can produce in a few hours articles which it takes nature ages to form. This science has rendered a great service by protecting health. The chemists are now able to detect harmful adulterations in foods, prepare medicines and drugs in the case of sickness, and use certain disinfectants for preventing the spread of diseases. As the science of chemistry advances, the people are benefitted from a beneficent standpoint; for by these advances certain classes are relieved from suffering and harmful condition, under which they now labor. Since chemistry benefits us in all these ways, who can doubt the value of this science? Our present civilization could hardly exist without a knowledge of chemistry; and when we see what a rapid advance is being made in this science, we may realize the good that will be done by it in the future.

Harry Pillow, '13.

THE VALUE OF A HIGH SCHOOL LIBRARY.

[Report of an address delivered by Dr. J. C. Metcalf, of Richmond College, at the Petersburg High School, at 1:30 P. M. Wednesday, December 18, 1912, Patrons' Day, when the Petersburg High School Library was formally opened.]

Ladies and Gentlemen and Members of the Petersburg High School:

I WISH to congratulate you, and I wish to congratulate the Educational Association of Petersburg upon the remarkable showing you have made in the beginning of a movement which I hope is going to continue for a great many years and result, not only in a large school library, but in a large public library for the city of Petersburg. I do not know when I have heard a declaration of principles which seemed to me to be so much of a declaration of independence in the matter of library develment in Virginia as was the spirit of co-operation between the citizens of Petersburg and the High School, which was evidenced in that report.

Now, we are trying, through the Library Association of Virginia, to get a library organizer for the State of Virginia, and to get a Library Commission under which that Library Organizer shall work; in other words, we want a library missionary to go about over this State preaching the gospel of library extension, inducing communities which have no libraries to organize them, and

inducing communities which have dying libraries to revive them, and, in general, to create an enthusiasm throughout the State for library development. Just now, in Richmond, we are trying to get the city to establish a great free public library, and we have some hope of success. The editorial writer in the *Times-Dispatch* this morning exclaimed, almost pathetically it seemed to me, "Now we are to have another campaign in the Thirty Years' War for a Free Library in Richmond." Well, it does look like a Thirty years' War! The "children of light" do have a fearful time conquering the Philistines; the Philistines are very numerous, and it is hard to move them out of their conservatism.

I am particularly interested in this movement here for your library. Do you know how many children we have in Virginia? About 600,000. I should say not all school children; but they ought to be at school, and there is every reason why they should be. We have only about 400,000 in the schools. And what library facilities have we in this State? I should say that from thirty to forty towns and cities have libraries, more or less accessible to the people; very few are free. We have in the State a library organization for the promotion of library interests, which has a very small membership. What are all these children reading? What is really setting their ideals for them? That is the question one asks oneself in attempting to look over the situation and estimate the future.

Now, you are establishing here a school library. What are some of the advantages of a school library for Petersburg? I should say that we would divide a library into about three parts. We might say that it contains the books of knowledge; that it contains the books of

pastime; and that it contains the books of imagination. Of course these divisions may overlap. Some people think a library is an ornamental institution. I hope you are not going to think that about this library in the High School.

I read a number of years ago, when I was about your age, (indicating the pupils) a book which is not read by many people to-day, called "Ten Thousand a Year," by Samuel Warren, an old physician; and in that book there is a character called Tittlebat Titmouse. Tittlebat Titmouse had come into the possession of ten thousand pounds a year, and he regarded himself as an immensely rich man. He hardly knew what to do with so large an income, but somebody told him he ought to have a library. And so, in his new house, he established a library. He had a beautiful set of cases made, and he saw to it that those cases had excellent glass doors that fastened very securely. He provided keys for them and he had men who make the outside of books, the binders, to make a number of very handsome bindings. These bindings, which had no leaves in them, he put in the cases in the library. They were beautifully labelled on the back; they were what you call to-day *editio de luxe*, which, by the way, is sometimes a synonym for respectable literary burial. Then Tittlebat Titmouse locked the doors and went down to the pond and threw the keys as far as he could into the pond; and when his friends came he said, "Behold my valuable collection of books! See how well bound they are, and see what standard classics they are!"

Now I think that little incident, taken from Warren's "Ten Thousand a Year," illustrates the attitude of some people toward a library to-day. They feel that the

people of elegant leisure are the only ones that ought really to use a library; but when it comes to getting what may be called a democratic library, a library for the great mass of the people, and when it comes to getting a library that has vocational books in it, books which tell us about the various professions and trades, such as will enable a man to grow in his profession or advance in his trade,—then they do not seem to think that that is the function of a library at all.

The first division consists of books of knowledge, and that is what I presume your High School library primarily is. It is made up of reference books; it is a laboratory. Now some people say that you need a library for the chemist, for the physician and for the biologist; but, as for a library for people who are teaching and studying history, and literature and the languages, that is a different matter.

Recently, in the John Marshall High School in Richmond, the alumni (and, judging by the appearances here, it should be spelled a-l-u-m-n-a-e rather than a-l-u-m-n-i) have established a library for the use of the school and the patrons of the school. This is a library which is to be a workshop. Now, I believe, as a teacher of English, that the more books you read the better compositions you can write. You know sometimes,—I will say it in a whisper,—I almost despair of teaching English composition. I have been working at it a great many years; I have not despaired, and I am still at it, but I almost despair of teaching English composition,—of teaching boys and girls to write good, acceptable English. I do not say elegant English; I leave off those fine touches of style; I do not go into the artistry but merely into the artisanry

of sentences; but correct English, correct sentences, the matter of paragraphing, and, shall I say, the matter of spelling, (is that a lost art?) and the matter of correct pronunciation, the matter of good usage,—without some background of good literature, "well of English undefiled" from which these boys and girls may drink, or from whose depths they may draw. I have noticed in my experience that a boy or girl who reads much, insensibly learns to write correctly; that a boy or girl who reads much can do even what seems to school teachers an impossibility,—punctuate correctly. For I am sure that punctuation must come very largely from association, as all good habits do, and bad ones too for that matter; and he who reads books, even trashy books, learns, how to write far better than a person who simply goes by rote, learns how to paragraph, learns how to spell, and learns how to pronounce. You know they are getting very much alarmed in New York about the matter of pronunciation. Superintendent Maxwell, of the New York schools, recently issued a note of warning against the encroachments of the East Side and the Bowery dialects, where people say *goil* for *girl* and *jern* for *join*, and otherwise corrupt the language. In our State here, boys and girls do not read enough good literature; they have no standard; they do not saturate themselves with artistic things; they have no ideal; they are simply taught out of text-books. Now I have great respect for text-books, but simply in themselves I have come to feel that they do not teach anybody much English; there must be a back-ground of good literature, and in this library that you have put here in the High School you are going to learn the background of history and of literature.

I tell you if you learn to love the great authors they will inspire you, and they will make your minds "a mansion of all lovely forms," as Wordsworth says. I wish somehow you had the attitude towards them of that old ranchman out in the West, whom I love to tell about. I read about him; I suppose it happened; it ought, if it did not. Once, in St. Louis, he had seen a play of Shakspere. He could not read, but he came back all full of the subject. Several years afterward, there came a stranger along one evening, who asked the hospitalities of his ranch, and they were granted with that open-handed hospitality belonging to the West and pre-eminently to the South. He was invited in. While walking about he saw the ranchman's horse, and he coveted it; he offered a rather extravagant price for the horse. The ranchman said he would not sell that horse for any consideration; that he would rather part with his life almost than that horse. When night came, the stranger took out a volume and began to read,—a volume that he said he treasured very highly. The ranchman said,

"What is that book?"

"Shakespeare."

"Oh! Shakespeare. Oh, yes, I saw that once. I saw that once in St. Louis."

"What play?"

"Well, did he write more than one play?"

"Yes, he wrote a good many plays."

"Well, tell me about them."

"What play did you see?" said the stranger.

"Well," said he, "it was a play about a mad king and the heartless daughters."

"King Lear."

"About a mad king and the heartless daughters. And I have never forgotten that play. Stranger won't you read me something from that book?"

And so, on into the night, there by the flickering pine knot, the stranger read the immortal plays of the great dramatist to the ranchman. He said he would sit up all night; and when, finally, the stranger, through sheer weariness, closed the book, the ranchman said:

"Stranger, that horse of mine is nearer to my heart than anything else in the world that I've got, and I would not sell that horse for any price, but, if you will just give me that book, that horse is yours."

"Why," said the stranger, "I want to buy the horse, and I will throw in the book."

"I won't sell that horse for money, but I will swap the horse for the book."

And he swaped the horse for Shakespeare. But he could not read, and so he found a somewhat slow and indifferent reader, almost illiterate, and hired him to come every night and read to him out of these immortal plays. And sometimes he got very excited, and, as he was reading in that play of King John, in the Fourth Act, where little Arthur is about to have his eyes put out by order of the King, who had there his agent Hubert,—as the reader stumbled through the lines, and little Arthur says,

"O save me, Hubert, save me! my eyes are out,

Even with the fierce looks of these bloody men"—this man jumped up and said,

"Here, just you wait a minute, stranger, until I git my gun!"

Sometimes I wish that we had the spirit of that ranchman. We hear so much about books; books are talked

to us so much that we get weary, and sometimes we doubt the teacher's words as to whether they are as great as they are said to be. I like to think of those great books of pastime and imagination,—the second and third classes,—and what they may come to mean to boys and girls. Will you pardon a personal reference? I remember years ago, when I was about fifteen or sixteen, a minister coming to my old Kentucky home and bringing a small collection of books. I had some books about me from my boyhood, but perhaps I had not thought very much of them. I remember this man put on the mantel in his room, and on some shelves he had constructed, a number of books, which he said were his favorites. I remember Macaulay's Essays, Carlyle's Essays, the works of the great German, Goethe, and other classics; he read them and talked to me about them enthusiastically, until I wanted to read them too, and I became fired with a desire to know what was in those books, as I never had been fired with a desire before.

There began my own love of reading. It has since fallen to my fortune,—good fortune or bad fortune, whichever it may be,—to teach English literature, and somehow I have felt that never in school life, nor in college life, nor in university life have I received the impulse toward good literature that I received in my boyhood from a living personality all on fire with his love for those immortal geniuses. I remember later on, a High School library that did me a great deal of good too. I was going to the High School in Louisville, Kentucky. They had a small library, such as yours. I went to that library and got out books; I was introduced to more great masters. And so there came into my heart,

and I take it that what comes into the heart of one human being about books, may come into the heart of another,—a great love for literature. I can not say that my love for the best books came from being told that it was eminently proper for an educated person to read Dickens, or Thackeray, or Shakspere; but rather from having those books right before me all the time and having some vital connection with them through a living personality. Now, I feel that that is what is offered to you here.

Let me say this to you: a man is worth to himself just what he is capable of enjoying, and he is worth to his community just what he is capable of imparting. Think of that a moment. There are a great many people who are not worth auything to their community, because they have nothing to impart to their community; they have nothing to contribute to their community; they are simply dead-heads in the body politic, you may say; in the citizenship. A man is worth to himself what he is capable of enjoying. Now these books that are before you are to arouse your capabilities of enjoyment. There is nothing like the propagation of spirit by a human spirit; only soul begets soul; only enthusiasm begets enthusiasm; only love for literature creates a love for literature; and I want every one of you to feel that you are worth to yourselves only what you are capable of enjoying, and to this community only what you are capable of imparting.

Somebody said recently this: That this age is going to ask you three questions. I want you boys particularly to note them. This is a very progressive age, a very commercial age, an age of material standards. The age

asks you three questions: Who are you, anyhow? Do you boys know? You think you do. You do not. It asks you, Who are you? In other words, it asks you, Have you found yourself? And I do not believe that there is anything that so helps a boy or a girl in this age to find himself or herself as access to a great book.

There is another question the age asks you, and that is this, What do you know? Boys, I do not believe there was ever a time when we had to have so much expert knowledge if we really expect to amount to anything in the world. Personally I believe that the day of self-made men is on the wane; it may be far on the wane. We look back over American history and we flatter ourselves that, because so and so achieved great results in statesmanship, in business, and so on, and so on, we can do just exactly the same thing he did. In the first place, many of these men were geniuses, and it is always unsafe to imitate a genius, you know. There are a very few; I have taught only two or three in my life, and they were cranks, and so I had rather not teach a genius; if I had my choice I think I would omit him. Now, the day of self-made men is certainly less sunshiny than it used to be. With our competition, with our complex life, with our business enterprise, that grating of intellect against intellect, that sharpening of wit against wit, as it were, in that maddening race after wealth and fame, how in the world is the man in the coming race going to stand, or run, unless he knows something? Expert knowledge! That is what is coming. I would like to say to every school-boy and to every school-girl that you have got to know something definite, and you have got to know that you know it. Now sometimes in an examination you do

not know that you know, but I tell you, if you make headway in this age, you have got to know that you know; you have got to have your knowledge where you can put your hand on it and use it most effectively.

What is the motto of this uge? I hear a great deal about efficiency in education. Not only does this age ask you who you are; have you found yourself; not only does it ask you what you know, but it asks you, What can you do with what you know? If nothing, you are a mere "babe in the woods" or a "sleeping beauty." You belong to the realm of fairies, and you should go to seek Peter Pan. This age confronts you with that very serious and pertinent question, What can you do with what you know? And so I say that the beginning of this public library for your High School and for this city of Petersburg, in this co-operative enterprise, is the beginning of a new era, and I earnestly congratulate citizens of the town, and teachers of the school, and the Educational Association in particular, and all of you boys and girls, upon the opportunity that now opens before you to aid this library and to use this library. Now, if you merely look at it through closed glass, if you hold it in great respect and keep it at a respectable distance, it will certainly do you no good.

May I make a suggestion to you on a practical line? I believe it would be a good idea for every class that goes out from the Petersburg High School to make a present of a number of books to this library, as its class contribution in June. How long would it be before you had hundreds of volumes here? Now I believe that the life, the prosperity, the real success of a school, in the long run, is in the hands of its alumni. At the John Marshall High

School the alumni have united in an organization to keep that library going, to build it up, to add a certain number of books every year. Wouldn't it be a good idea if your class next June should present twelve volumes, say, of standard literature? You know standard literature does not cost much these days. What a good Christmas gift it would be! I am reminded by the proximity of Christmas. How much are you going to spend on vanities of vanities? Wouldn't it be a good idea to lay by something to contribute to this library, and really have a hand in its making, growing out of some sacrifice in this Christmas time? All of you some day will be alumni. I commend to you this suggestion, that you see to it that the building up of this library is not left to the Educational Association of Petersburg and to the authorities of the school, but that you have a vital part in it yourselves; and I am sure that it will grow, and that when I come back here in ten years, the room in the building which you have devoted to it will have to be enlarged, so great will the volume of books have become.

CLASS NIGHT.

We are sure that we express the sentiment of all who attended the Class night exercises of the February graduates, when we commend those young ladies and gentlemen for the well prepared and interesting program which they gave in the auditorium of the Duncan Brown school on the nineteenth of this month.

The exercises were opened with a prayer by Rev. George E. Booker, D. D., followed by class statistics by

by Miss Elizabeth Williams, (statistics for the statistician being by Miss Helen Thomas); the class history by Miss Lillian Powers; instrumental solo by Miss Elizabeth Williams; the class poem by Mr. Willie Waymack; the prophecy by Miss Odessa Jones, (prophecy for prophetess by Mr. Harry Pillow); and the will by Mr. Bernard Andrews. All were cleverly written and revealed the qualities which have drawn its members together during the past four years and which will assure their being held in loving remembrance in the years to come. Part I. ended with a song by the class.

But it was to *Mr. Bob*, a comedy in two acts, and certainly a comedy of errors, that the audience gave its loudest applause. In this Miss Nellie Seabury starred as Patty, Miss Rebecca's dramatic maid, and Mr. Frank Buchanan, her Romeo, as Jenkins, Miss Rebecca's butler. Miss Lillian Powers played well the part of Miss Rebecca with her craze for cats, while Mr. Robert Butcher gave the audience many laughs in his amusing role of Robert Brown, clerk for the law firm of Benson and Benson. Mr. Willie Waymack, as Philip Royson, Miss Rebecca's nephew; Miss Helen Algood as Katherine Rogers, Philip's cousin; and Miss Lilla Gerow as Marion Bryant or "Bob," Katherine's friend, added lustre to a performance of which the High School may well feel proud.

We feel sure that the present IVB class will be inspired by this delightful entertainment to greater efforts in the preparation of the class day exercises for June. Our heartiest congratulations and warmest wishes are extended to these graduates for future success in even ampler measure than that which has brightened their school days.

THE NEW COURSE.

ANY IMPORTANT CHANGE is almost always contemplated with fear and trembling and undertaken with great care. These are the feelings which have been predominant in the faculty of our High School for the past few weeks.

For a long time the course of the High School has not been just what our Principal and teachers wished it to be, and yet no plan could be made to better things. The unmber of subjects required has been too many. The number of units made by the graduates has been more than the number necessary to enter any of our large colleges, and so hoping to make the course more effective and of the greatest benefit to the pupils, a radical change has been made and a new course introduced into our school with the beginning of the February term.

Heretofore pupils passing on all of their subjects were promoted to the next grade. Pupils failing even on *one* subject, unless they took a special examination on it and passed, were required to repeat the whole grade. Of

course that means they were thrown back a whole term in all of their classes, while, by the means arranged, pupils failing on one subject must repeat that subject and may go up on all the others. That is, pupils are now promoted by subjects and not by grades.

Up to this time pupils graduating from our High School have had about nineteen units; now only seventeen are required and the number of studies in the third and fourth year classes is reduced. Furthermore, the course is better adapted to the needs of the individual pupils and will, therefore, probably result in fewer failures.

The high standard of our School is a source of great pride, not only to our Superintendent, Principal, teachers and pupils, but to our whole city; in making this change, therefore, care has been taken not to lower the standard in any way. All of these changes have been made, not to make the work easy and light, but it has been the one great purpose and plan to make the work more thorough and more beneficial to the boys and girls of the school.

Thus our High School has taken a great stride forward and is more fitted than ever before to meet the needs of the Petersburg people. The school is yours, the teachers are yours, the pupils are yours, and the work is yours; so that for you we want to do the very best, and we ask your hearty co-operation and sympathy.

Exchange Department.

M. Francis Drewry, - - - *Editor.*

The Racquet. The Chain of Gold is a beautiful little story, and the essays on English ballards and Joseph exhibit much careful study. The exchange notes are very full and well written.

The Maroon and White would be improved by the addition of an exchange and an alumni department. As to the remainder of the magazine we should be thoroughly satisfied if there were a few more stories as good as *Christmas Gif.*

The Blue and White. We are very glad that the football team of the Savannah High School was so successful, but we think your victories might be recorded in less space. *The Appeal*, with the exception of the rhyme in the last verse, displays much talent. Although the editorials are very good, do you not think such items as they contain should be subordinated to matter of more vital interest to the school as a whole?

The best literary feature of *The Pennant* is decidedly *a comparison of Jackson and Hamilton.* However, any deficiencies in the remainder are amply made up for in the editorials and the interesting athletic notes.

The Review is a magazine far above the ordinary and very complete, but its arrangement detracts from its general appearance. Let us dwell a moment on the literary department especially, for this is of exceptional merit. *As the Threads Are Spun* is indeed an unusual production for a high school pupil, and we are enthusiastically waiting for the next installment of this serial story. *On Christmas Eve* and *A Tropical Night* are very vivid and impressive descriptions, and one seldom reads a more charming sketch than that of James Whitcomb Riley. These excellent features overshadow the fact that the magazine is very inappropriately called the Christmas number.

In the *B. H. S. Tatler* one is somewhat disappointed, considering the fact that the paper comes from such a large city as Atlanta. Read other high school publications and bring your magazine up to a higher standard.

The staff of *Onas* seem to devote most of their time and attention to *Penn Points*, which certainly gives evidence of much work and care. The other departments deserve praise also; but a magazine as good as this should certainly not neglect its alumnae.

The Tiger from Little Rock, Ark., is splendid in most of its departments, the athletics being especially well arranged. The good school and class notes make us hope that next time they will be longer and the Freshman notes will not be omitted. Congratulations upon your many advertisements !

Tho Record contains a splendid story, *Where There is*

a Will There is a Way, with a good, well written plot. There are several other good articles throughout the magazine, but some jokes would make the paper brighter.

The literature of *The Student* shows a delightful spirit of patriotism, and the idea of a Lee and Jackson number is very unique; but, while the articles on our heroes are very interesting, the department lacks originality. More effort should be exercised in increasing the number of school notes in this magazine.

We have no fault whatever to find with the *William and Mary Literary Magazine*. It is excellent and complete from cover to cover.

School Notes.

All aboard for the Second Term! Examinations are over, the new course is in operation, the new teachers have arrived, and we are well on our way on the Spring Term. With the exception of the Easter holidays we make no stop till June 10th.

After the stress and strain of the examination period it is with a feeling of relief that we resume our studies.

We are all very glad to have Mr. Scott, our earnest Algebra teacher, back again. Even if he did leave us to go to Richmond, he has shown that he prefers us by returning.

Miss Beard, our new French and German teacher, is a graduate of Cornell University, and although she has been with us for a short time, she has taken a stand among our favorite teachers. We shall cooperate with her and endeavor to make her work with us successful.

Miss Stokes, who has had charge of the department of Mathematics in the lower grades during the past term,

has been obliged to resign her position this year on account of her mother's illness. We are glad to hear that her mother is improving and we hope that Miss Stokes will be able to return to us next term.

Miss Hunt, who for some years has had charge of the Modern Language department, resigned her position at the end of the last term in order to take up a course of study at Columbia University. We trust the course will prove an interesting and enjoyable one.

On Friday, February 7th, a delightful entertainment, under the direction of the High School, was given at the Duncan Brown School by the Richmond College Glee Club. The evening was a great success both musically and financially.

On Wednesday, February 12th, the school enjoyed exercises in honor of Lincoln's birthday. Mr. Smithey made a short address, and Miss Kruse read Lincoln's famous Gettysburg Speech. The exercises were closed with "Liberty" sung by the school.

We gratefully acknowledge the School Board's interest in our library, which it has shown by appropriating funds for the librarian. This position is held by Miss Helen Thomas, a graduate of the February class.

The teachers and pupils of the P. H. S. have often been photographed, both singly and in school groups, but few had ever been vitagraphed before Tuesbay, February 4. On that day, two men arrived with their cameras for this purpose. At recess the school filed out of

the front door, in classes, across the semicircle of grass, and around the corner of the building in front of the camera; then they marched around the yard in a long line and back past the camera. After this the teachers were requested to stand in a group to be taken. Mr. Smithey, with his accustomed gallantry, hastened to find some of the ladies and to lead them to the front. For some unknown reason they appeared unwilling to come. At last, however, they reluctantly assembled, seeming very unconcerned in their respective attempts to look attractive. The proof of all this was shown at the Academy on Saturday, February 15.

The teachers and pupils of P. H. S. were given a rare treat on February 4, in the visit of Miss Margaret B. Owen. Miss Owen is the world's amateur champion in typewriting, having won that title, and incidentally a one thousand dollar prize, in the annual business show, held in New York city on November 12, 1912. In copying from printed matter Miss Owen made a record of one hundred and sixteen words per minute, the penalty for mistakes having been subtracted. It was with an Underwood machine that Miss Owen won the championship. In her visit to our school she was accompanied by Mr. H. C. Clowles, the manager for the Underwood typewriter in Virginia. Miss Owen entertained the school for some time with demonstrations of her wonderful speed and accuracy, writing one hundred and fourteen or one hundred and sixteen words per minute. Her speed and accuracy did not even diminish while answering questions put to her by Mr. Clowles and Mr. Smithey. Miss Owen has been recently travelling through the Southern States for

the purpose of giving demonstrations, particularly in schools. Both teachers and pupils of our schools were grateful for the opportunity of witnessing such skill.

Dr. Ennion G. Williams, of Richmond, Commissioner of Health of Virginia, and one of the most prominent men of the South in his field, made a practical and instructive talk January 14, to the school on the subject of disease and its prevention.

Miss D. in discussing a certain part of the play, "As You Like It" asked Mr. Y. of IIIB why the character Sylvius, was so wretched; whereupon he answered somewhat bashfully, that Sylvius had had a falling out with his girl.

Miss D: "Oh, it was worse than that!"

Mr. C. (knowingly) "His girl didn't love him."

Mr. S. (in history class): Bishops and abbots are concentrated when they are invested.

Upon being asked how Thomas a'Becket died, Mr. G. answered that he was electrocuted.

The IVA class is glad to welcome Mr. Bernard Potts, who has recently joined them in their labors for a diploma.

The new IA's declare that they are delighted to be in the High School and sincerely hope that they will keep up the brilliant record of the former IA class. Here's luck to them with such an ambition!

Mr. Rees of IA is trying for the Midget relay team. We wish him success.

Mr. O's description of the manner in which a cat lies down is as follows: "First he sits on his back legs; then he stretches out his front legs and rolls over."

Mr. Patterson of IIB one day asked Miss Dorgan if he might collect the oral compositions.

Mr. McN: "What was the next event."
Miss P: "The result."

Teacher: "Tell what you know of the "Age of Pericles."
Boy: "He was eighty years old."

A third-grader arose to repeat "The Arrow and the Song." He began bravely.

"I shot an arrow into the air,
It fell to earth—the Lord knows where."

The following note was received by a grammer teacher. Mary had been absent the previous day:

Dear Teacher: Please excuse Mary fur being abasin. She had the sour throut and could not go to school.

Mother.

BEATRICE M. COLEMAN, - - - *Editor.*

Miss Lula Field, a member of the graduating class of February, is teaching school in Southampton county.

Mr. Oliver Pollard is now working at C. C. Alley & Co.

The friends of Miss Helen Russell will be glad to hear that she has fully recovered from her recent illness and she is now spending a few weeks in Dinwiddie county.

The reports from the various schools where our students have matriculated, are excellent.

Miss Cora Rolfe's, of R. M. W. C., mathematics mark for the past month was 100.

The report of Mr. Edgar Gilliam, of University of Virginia, shows that he made excellent grades on all subjects during the past half session.

Miss Annie Lee Jones, of Harrisonburg State Normal, was one out of the nine young ladies to make grade A on the first term work. Miss Dorothy Brown was among the favored few in the B grade.

The Farmville reports show that our girls have made splendid records.

Mr. Whitney Kinsey is now holding a position with the Virginia National Bank.

Miss Lucy Leake, of class 1909, is now teaching at Jackson school.

Mr. Willie Waymack, of the February graduating class, is now working at the British American Tobacco factory.

Mr. Lewis Matteson is filling a position at the Petersburg Savings and Insurance Co.

Miss Mary Baxter, of class '10, is now assistant teacher in the Commercial Dapartment of this school.

Athletics

Since our last game of foot-ball we have done nothing in the way of athletics. Nevertheless we realize that the indoor track season is at hand, and if we wish to accomplish anything in this line of sport we shall have to work in earnest. It will be remembered that we sent a winning relay to the Richmond College Blues meet last year, and unless we repeat this there will be great disappointment around this old institution.

Besides a "first" team we are planning to send a "Midget" relay, composed of the younger boys of the school. There are several youngsters in school now who can give any team of their size a good race. Every boy in school who is young enough to run on this team should work for a position on it.

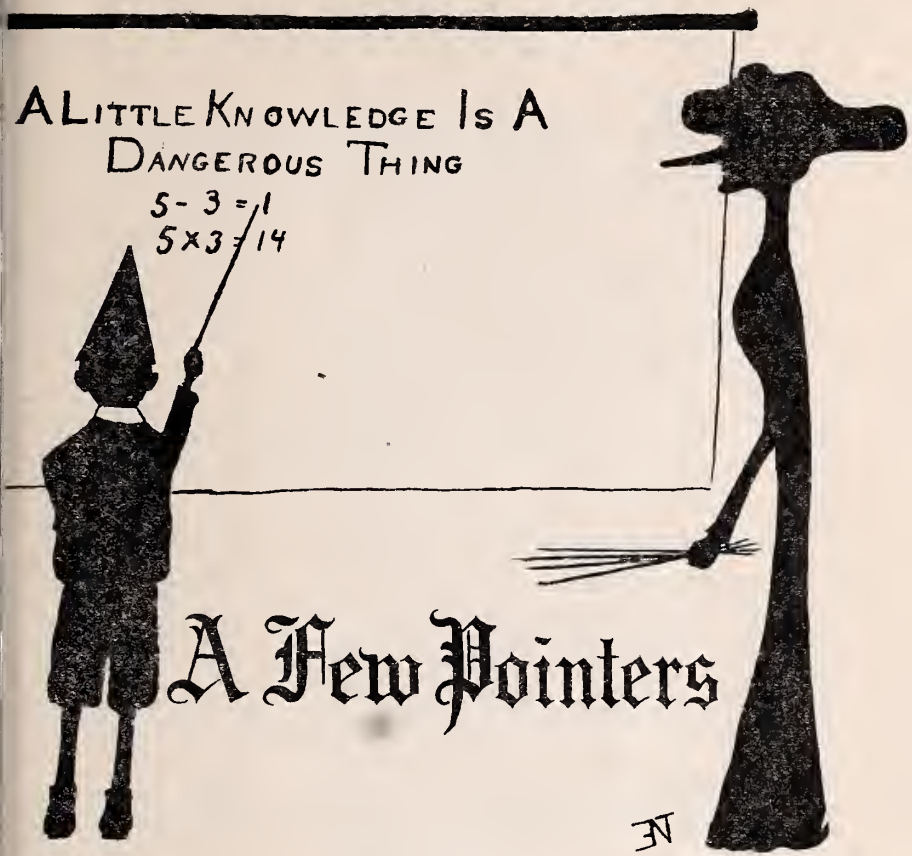
Coach Gilliam has issued a call for candidates for the track team. Several men have reported, but not enough. There ought to be at least fifteen or twenty candidates. Some of the men who can run have not reported. The time of the meet is drawing near and we have some hard work before us. We can't afford to lose this race, so everybody get out and work. Remember that "work wins."

It may be here said that the "Midgets" are developing

into a good team. When they go to the meet they are going to be some "bears."

Besides track another important branch of athletics comes to our notice now. This branch is base ball. Spring is drawing near and with it base ball. We are very anxious to make the coming season one of great success. To accomplish this we shall have to put forth some greater efforts. Our list of "letter" men is small but with hard work and the proper spirit on the field we can and will accomplish our task. The team will be composed mostly of green men but nevertheless ought to develop into a fast scrappy bunch.

Manager Young is busy arranging his schedule. He has secured some good games and is still on the job. Some of the best school teams in the State will appear on the schedule. At present the schedule is not ready for publication, but we hope however to have it in our next issue.



IMPORTANT.

Teacher—This is the last time I will see you before the examination. Now don't any one lose his head. The questions are in the hands of the printer. If there is anything anyone wishes to ask, ask it now."

A pupil inquired eagerly, "Who is the printer."

THRICE BLESSED.

Teacher—"Whoever printed these examination questions evidently was unfamiliar with Chaucer."

"The lucky fellow," someone murmured.

THIS IS NO JOKE.

Of all bad things by which IVA's are cursed,
Physics and English are by far the worst.

FOREVER BARRED.

"Do you think that women will ever be successful on the police force?"

"Not in the secret service department."

THE LATEST INVASION.

First suffragette hobo—"What became of Weary Willie Walk-a-way?"

Second suffragette hobo—"She and Dustina Rhodes were riding the rods of a Santa Fe east bound, when Weary Willie let loose to put her hat on straight."

MODERN EDUCATION.

"How about your geometry? I want you to do something in that."

"Well, its this way father. Unless I make a certain percentage in football, they won't let me take geometry at all."

LANGUAGE.

Johnny—"Miss Jones, please, what's a fortification."

Teacher—"A big fort."

Johnny—"Well, teacher, then is a ratification a big—?"

Teacher—"John, leave the room at once."

A professor at a well known engineering college says that but for occasional innovations in the application of learning, such as the following, he would find it hard to judge the extent of his usefulness.

This question was asked upon an examination paper:

What steps would you take in determining the height of a building, using an aneroid barometer?"

The answer was: "I would lower the barometer by a string and measure the string."

The teacher was dictating to the pupils. She was giving them a list of the most noted authors of English literature; coming to Oliver Goldsmith she said: "About the most important works of Goldsmith are "She Stoops to Conquer," "The Good-natured Man."

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